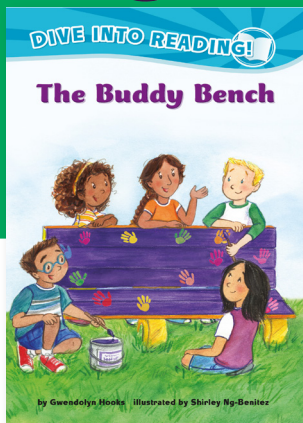




# BEBOP CLASSROOM CONNECTION



32 pages, 449 words + discussion activity

## Genre:

Realistic Fiction

## Concepts of Print and Reading Strategies:

- use context to predict unknown words; confirm by attending to letter sounds
- blend word parts to read phonetically regular words, including content-specific vocabulary, relying on a wide variety of spelling patterns
- use a wide variety of high frequency words to support fluent reading
- recognize previously solved words when encountered again later in the text
- read varied sentences fluently, with expression and stamina
- use punctuation to support phrasing and expression
- read and comprehend dialogue in various formats
- maintain comprehension over more text episodes

## Supportive Text Features:

- some details supported by illustrations
- some repetitive text and a repetitive text structure
- most vocabulary is familiar, with some more varied word choices
- varied sentence lengths and formats
- punctuation supports comprehension

## High-frequency Words:

*it, was, of, she, for, her, have, you, been, out, here, no, said, but, I, can't, to, here, come, and, go, let's, at, they, for, their, we, are, in, the, not, you, will, be, like, new, with, her, see, some, my, one*

## Phonics:

- review long vowel patterns (silent e, vowel digraphs ee, ai)

## Standards:

- RF.1.1, RF.1.2, RF.1.3, RF.1.4
- RL.1.1, RL.1.2, RL.1.3, RL.1.7

Guided Reading with

## THE BUDDY BENCH

*Guided Reading: I*

*DRA: 16*

*written by Gwendolyn Hudson Hooks*

*illustrated by Shirley Ng-Benitez*

**Overview:** Padma likes to make new friends, but she discovers that meeting new people can be hard for others. She enlists her friends to create a Buddy Bench, where kids can go if they need a friend.

## Getting Ready to Read

### 1. Introduce the concept and vocabulary by asking open-ended questions:

- What do you like about making new friends?  
What could be hard about meeting new people?
- If you're somewhere where you don't know anyone, what can others do to be friendly?

### 2. Connect children's past experiences with the book vocabulary:

- Call children's attention to the title: *The Buddy Bench*
- Ask children to use the title and picture on the cover to predict what the characters in the book will do.
- Show the back cover and read the copy. Ask children to share predictions about what might happen when the kids create a buddy bench.
- Preview the table of contents. Have children suggest some words they might read in the book.
- Preview the title page and introduce the names of the characters.
- Give children the book and have them look at the pictures.
- Ask them to tell what they see the characters doing as they turn each page.



### 3. Remind children of the strategies they know and can use with unfamiliar words:

- Ask them, "What will you do if you come to a word that you don't know?"
- Encourage children to look for chunks of words they know and to blend the sounds quickly.
- Suggest that children read on past an unfamiliar word in order to use the context of the story and sentence to unlock the meaning of the word.
- Tell children to think what they know about the subject or topic of this book. Then encourage them to choose a word that makes sense in the sentence.

### 4. Be aware of the following text features:

- Books in the Confetti Kids series (<https://www.leeandlow.com/collections/confetti-kids-series-collection>) follow friends Lily, Padma, Pablo, Henry, and Mei on their imaginative adventures throughout the city.
- Page 1, the title page, has a picture that introduces all of the children in the story.
- Page 3, the contents page, has a picture of the neighborhood featured in the story.
- The book contains numerous high-frequency words and many other familiar words.
- Content-specific vocabulary words and phrases include: buddy, "jumped rope," lonely, army pilot.
- The story is divided into three brief chapters. Each chapter includes a mix of short and medium-length descriptive sentences, and dialogue assigned with the words "said" or "asked." Each illustrated page includes 3-6 lines of text.
- The story is written in narrative form; dialogue is interspersed with narrative.
- All the sentences are different; there are

no text patterns.

- There are different number of sentences on each page; many sentences require a return sweep.
- The pictures enhance the story, but most of the story is told in the text.

**Guided Reading Note:** Level I is the benchmark for the end of first grade. Children reading at level I are in an early fluent stage, and the focus emphasizes comprehension and independent reading. Most of the reading should be done silently. Children read the book with a specific purpose, to understand the story. They are also encouraged to: 1) independently apply their reading skills and strategies, 2) make connections between their own experiences and the story, and 3) "get" the author's message and be able to discuss it with other readers. Most importantly, children should feel confident and eager to read. This is a time to build fluency and independence as children read a variety of genres and develop a sense of reading for different purposes.

## Reading the Book

**1. Set a purpose by telling children to read the book to find out about what happens when the friends make a buddy bench.**

**2. Have children read the story silently.** Each child should be reading at his or her own pace. Listen to children as they read by leaning close or bending down beside each child. After the group has read a few pages, check on comprehension with simple questions, such as: "What is the story about?" or "Tell me how the story begins." As they read, watch for indications of comprehension: changes in facial expression, giggles, audible comments, re-reading, turning back to a page. You may want to make notations about what you observe.



### 3. Look for these reading behaviors during the first reading:

- Do they rely on the print while reading?
- Do they have a strong sight vocabulary?
- Do they use known sound chunks to read unknown words?
- Are they showing signs of understanding the story?
- Are they monitoring meaning and rereading when they lose meaning?
- Do they easily move from page to page?
- Are they using punctuation to gain meaning?
- How are they dealing with conversations in the text?
- Do they make accurate predictions?
- Are they connecting the text to their own experiences?
- Do they react to the text even though they are reading silently?
- Are they drawing conclusions and making inferences?

### 4. As children read, note what they are doing. Help them build independence by being available, but not intervening too quickly

- Watch for changes in children's facial expressions and use these signals to ask questions, such as: "What made you smile?" or "Where do you need some help?"
- Encourage children's attempts by making comments, such as: "I like how you are using a different strategy when the first one you tried didn't work."
- If children are struggling with deciding which strategy to use, suggest a specific strategy that would help them get meaning in the most efficient way, such as, "Did you think about chunking the word?"

### 5. Possible teaching points to address based on your observations:

- Call attention to all the high-frequency words children have learned and used.
- Review how to find a known part or sound chunk in an unknown word.
- Show children how to use analogies to move from the known to the unknown when encountering new words.
- Work with suffixes and prefixes.
- Review using grammar (syntax) to unlock words by considering the sentence structure or parts of speech in the sentence.
- Explore the story grammar—characters, setting, problem, solution, and so on.
- Review how to determine what is important in a picture or sentence.
- Model asking questions or making "I wonder..." statements to extend comprehension.
- Review using punctuation marks to guide the meaning-making process. Discuss the use of question marks, exclamation points, and commas as clues to reading with a particular kind of expression or inflection. Talk about the use of quotation marks to indicate dialogue.
- Call attention to the sequence of events in the story.
- Model how to revisit the text to find specific examples or ideas in the story.
- Model how to use the repeating patterns in the text to solve words and read fluently.
- Ask children to pause at the end of a chapter to recall events and check comprehension.



### After the First Reading

1. Have children confirm their predictions and talk about what happened when the friends made a buddy bench.
2. Ask questions like:
  - What happened when the friends arrived for the first day of school? How did Padma react to finding out she wasn't in her friends' class? What does her reaction tell you about her as a person?
  - What did seeing the boy alone by the fence make Padma think about? What are some reasons someone might have a hard time making new friends?
  - How did Padma and her friends make the buddy bench?
  - What happened after the buddy bench was finished?
  - How did the friends react when they finally saw someone sitting on the buddy bench? What did they find out about Zander? How do you think he felt about the buddy bench?
  - Thinking about your own experience, why do you think Padma was excited for the new school year to start?
  - How did Padma solve her problem of seeing her friends even though they weren't in the same class anymore?
  - Lily says, "It's not easy for everyone to make new friends." What do you think can be hard about making new friends?
  - How does the Buddy Bench help students make friends at school?
  - Do you think a Buddy Bench can work other places outside of a school? Why or why not?
  - Why do the students ask the principal for help and permission?

- What activities do you recommend are great for meeting new people and making friends?
- Do you think a Buddy Bench would work at your school? Why or why not?

### Second Reading

1. Have children reread the book silently, in a whisper voice, or to a partner.
2. This is a time for assessment. Keeping notes on children's progress during a guided reading session will be a helpful resource for giving children on-going feedback about themselves as readers, as well as helping you record how they develop over time.
  - While they are reading, watch what children do and what they use from the teaching time.
  - You might also take a running record on one child as an assessment of the child's reading behavior.
  - You might also listen in on each individual reader, observing as children use appropriate or inappropriate strategies. This information will be valuable for any additional strategy discussions after the second reading.

### Cross-Curricular Activities

#### Language Arts

Have students work in small groups to act out various scenes from the story, reading the dialogue provided and having one student act as the narrator.

Have students write 1-2 summary sentences of each chapter on post-it notes. Have them read the notes to retell the story. Or, ask students to use the "Somebody/wanted/but/so/then" framework to practice summarizing the story.



## BEBOP CLASSROOM CONNECTION

Talk about how the story focused mostly on Padma's point of view. Imagine how the story might have sounded different if told by Zander.

Read other books in the Confetti Kids series (<https://www.leeandlow.com/collections/confetti-kids-series-collection>). Make connections between texts, especially related to gathering knowledge about each individual character.

Have students read or read aloud other books about making friends at school, such as *David's Drawings* (<https://www.leeandlow.com/books/david-s-drawings>), *Elizabeth's School* (<https://www.leeandlow.com/books/elizabeti-s-school>) or *Moony Luna/Luna, Lunita Lunera* (<https://www.leeandlow.com/books/moony-luna-luna-lunita-lunera>). Make connections between texts.

Read the other Confetti Kids story featuring Padma: *Block Party* (<https://www.leeandlow.com/books/block-party--2>). Encourage students to compare how Padma is similar and different in the story. Do a character analysis of Padma in each story noting her feelings, thoughts, dialogue, actions, and character traits. How does she change from the beginning to the end of each story?

### Mathematics

Have children sort the mode of transit (walking, subway, bus) in the story by fastest to slowest, cheapest to most expensive, quietest to noisiest, and so on.

Have children share the typical way they get to school: walking, carpool or car, public or school bus, subway, bike, commuter train, and so on. Record children's answers on the whiteboard or a chart. Make a bar graph showing children's answers. Discuss which way is the most popular.

### Social Studies

Discuss the questions in the back of the book and complete the activities about brainstorming pros and cons of a buddy bench and writing

a letter to the school principal describing the benefits of a buddy bench. Or, brainstorm other suggestions for helping students make friends. If possible, make and carry out a real action plan.

Brainstorm scenarios in which someone might feel lonely, using scenarios from the book to get started (e.g, recess, school lunch, first day of school.) Role play friendly ways to reach out to someone. Be sure to include a scenario about respecting someone's wishes if they choose to remain alone.

Have students make posters with speech and thought bubbles that encourage people to consider others' feelings and be welcoming and inclusive. For example, draw a child sitting alone at lunch with a thought bubble saying, "I'm lonely" and a group of children saying, "Do you want to come sit with us?"

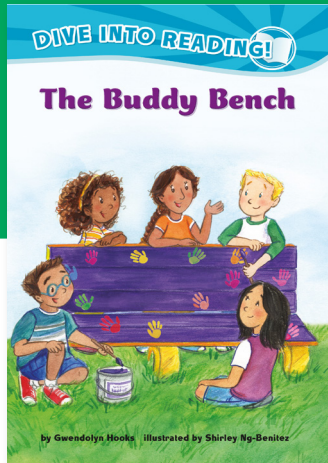
### Physical Education

Play buddy-themed tag games such as Freeze Tag (in which players have to help each other by "unfreezing" friends who are tagged) or Blob Tag (in which players join into a "blob" as they're tagged and work together to tag others).





## BEBOP CLASSROOM CONNECTION



**Guided Reading: I**  
**DRA: 16**

*The focus of the teacher's support should be on building comprehension, fluency, confidence, and independence. These strategies might be helpful to use with students who are English Language Learners.*

1. Assign English Language Learners to partner-read the story with strong English readers/speakers. Children can alternate reading between pages, repeat passages after one another, or listen to the more fluent reader.
2. Have each child write three questions about the story. Then let children pair up and discuss the answers to the questions.

### English Language Learner Activities With

## THE BUDDY BENCH

*Guided Reading: I*  
*DRA: 16*

3. Depending on children's level of English proficiency, after the second reading:

- Review the illustrations in order and have children retell what is happening on each page orally, then in writing.
- Have children work in pairs to retell either the plot of the story or key details. Then ask children to write a short summary or opinion about what they have read.

4. Have children give a short talk about what they admire about Padma or the buddy bench. Alternatively, students can describe what they admire about their own school communities and what they like about school.

5. The book contains several words that may be unfamiliar to children. Based on children's prior knowledge, review some or all of the vocabulary. Expose English Language Learners to multiple vocabulary strategies. Have children make predictions about word meanings, look up and record word definitions from a dictionary, write the meaning of the word in their own words, draw a picture of the meaning of the word, list synonyms and antonyms, create an action for each word, and write a meaningful sentence that demonstrates the definition of the word.

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**DRA (Developmental Reading Assessment) and EDL (Evaluación del desarrollo de la lectura)** DRA and EDL levels were determined using information in the Developmental Reading Assessment Resource Guide and EDL Resource Guide by Joetta Beaver.

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